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ABSTRACT

This competency-based preservice home economics teacher education module on clothing needs of individuals is the third in a set of four modules on consumer education relating to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) clothing for various ages (includes three lessons on clothing needs, clothing costs, and children's clothes); (2) clothing for the handicapped (includes one lesson on clothing needs, features and sources); and (3) apparel and work (includes one lesson on clothing for occupations/careers and sources). Each lesson generally includes the following elements: narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

TEXTILES AND CLOTHING

Module I-D-3 CLOTHING NEEDS OF INDIVIDUALS

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1978

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NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

1974-1978

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CLOTHING NEEDS OF INDIVIDUALS

Module Objective

The MATCHE student will be able to identify the clothing needs of persons of various ages, of the handicapped, and of working individuals. The student will then evaluate sources of apparel and the ability of these sources to meet the various needs of individuals.

Module Overview

Clothing selection is important for the health, safety, development, and personal satisfaction of the individual. The purpose of this module is to identify the clothing needs of persons of various ages, physical conditions, and occupations, and to relate each item to its influence on the clothing dollar. It is also of concern to identify, analyze, and evaluate sources of apparel to meet specific needs. The module has been divided into the following units:

Unit 1: Clothing for Various Ages

Unit 2: Clothing for the Handicapped

Unit 3: Apparel and Work

UNIT 1

CLOTHING FOR VARIOUS AGES

Objectives

The MATCHE student will be able to chart the clothing needs and spending patterns of three different specified individuals from birth to old age.

The MATCHE student will be able to chart the cost of clothing of three different age groups with average income. The student will be able to identify sources and alternatives by which individuals and families can meet these specific clothing needs.

The MATCHE student will be able to analyze apparel for suitability, appeal, economy, and durability for an infant, a preschool child, an elementary school child, and a teenager.

Overview

The purpose of this unit is to identify the clothing needs of persons of various ages and to locate and evaluate sources of clothing to meet these specific needs. Comparison of clothing and its suitability to various age groups will also be covered.

Lesson 1: Clothing Needs

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand the clothing needs and spending patterns of various ages.

Narrative Summary

In 1976 over 10 percent of an average family's income was spent on clothing. Of each clothing dollar women and girls spent 46 percent while men and boys spent only 24.9 percent with the remainder going for accessory items. Many factors contribute to the decision for distribution of the clothing dollar within the family. The age of family members varies clothing expenditures as members' needs change with their age. Teenagers usually demand a larger share than will an older person who is not as active and needs less elaborate clothing.

Depending upon the occupation, working members of the family usually have a greater need for clothing and tend to keep up with fashion more than non-working members. Growing children will need clothing more often than will the young adult whose size is established and who can wear his clothing until it is actually worn out rather than out-dated.

As an individual moves through the different ages his or her clothing needs necessarily change due to physical as well as psychological reasons. A few of these are physical changes in body shape due to body shifts and growth; role changes; occupation changes; age of individual; place of residence; family goals and values; and life style.

Each family member has his or her own idea how to meet clothing needs, and this may conflict with others. Mothers tend to be the major selector of family clothing. As children go through different stages, their needs may be self-centered and not consistent with the total family needs. Only when one lives alone is there no conflict.

Home sewing has helped to stretch the clothing dollar. Time becomes the major factor for the home sewer's contribution to the wardrobe. Cleaning facilities available to the individual and the family alter the type and number of clothing articles necessary. For those using a public laundromat a greater number of clothing items may be purchased to last from one laundry trip until the next. Also clothing which must be dry cleaned uses money from the wardrobe budget which otherwise could be spent on additional clothing. Adequate clothing, as well as needed repairs, will lengthen the life of many clothing articles.

Suggested Activities

1. Visit a men's, ladies' and/or children's specialty ready-to-wear store. Note the price ranges of like garments in each. Compare these prices for the same garments in a department store and/or a discount store.

2. List possible activities for two different age groups and the clothing necessary to carry out these functions.

3. How do manufacturers classify sizes for different age groups? (A trip to a clothing store may be necessary.)

4. What are the general requirements for children's clothing?

5. Talk with a mother and father about the major problems of clothing a family.

6. Interview three families regarding clothing patterns. Possible questions: Who buys most of the family clothing? Is there a clothing budget? How is the clothing budget distribution determined? What are the major clothing problems?

7. With two to five of your classmates, observe activities in each of the following age groups for four days to determine their clothing needs: Infant, children two to nine years of age, adolescent, young adult, middle-aged person, senior citizen. After collecting information share findings and discuss differences and similarities.

Suggested Resources

Erwin, Mabel D., and Lila A. Kinchen. Clothing for Moderns. New York: Macmillan, 1974.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Latzke, Alpha, and Helen P. Hostetter. The Wide World of Clothing. New York: Ronald Press, 1968.

Lewis, Dora S., Mabel G. Bowers, and Marietta Kettunen. Clothes and Your Personality. New York: Macmillan, 1974.

Roach, Mary Ellen, and Joanne Eicher. Dress, Adornment, and the Social Order. New York: John Wiley and Sons, 1965.

Rosencranz, Mary Lou. Clothing Concepts. New York: Macmillan, 1972.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966.

Your investigation of clothing requirements will be your progress check.

Lesson 2: Clothing Costs, Sources, and Alternatives

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand the cost factors of clothing and where this clothing can be obtained.

Narrative Summary

It is necessary to use Lesson 1 as a basis for completing this lesson. You have determined the clothing needs of the individual at different age levels. You have seen the similarities and differences to be considered. Charting the costs to meet these needs can best be done by a great deal of comparison shopping. It is hoped that all modern day shoppers will have the consumer skills needed to get the most for their clothing dollar.

Today it is possible to buy clothing at almost any retail establishment. Even some grocery stores have clothing sections or at least a sweatshirt rack. Craft fairs, which have flourished all over the United States, offer a great many hand-made items of clothing which have been artistically decorated, designed, and constructed. Secondhand stores, many with fancy resale names, are flourishing as never before. It need no longer be embarrassing to say your clothing was bought from Goodwill.

With the shift to urban living came the area shopping centers where clothing can be bought in the department store or speciality shop. The return to home sewing has thrilled the fabric shop owners and left more money in the consumer's clothing budget for other items.

It is not so important where clothing is bought as that it meet the emotional, physical, and psychological needs of the individual.

Suggested Activities

1. List other outlets for clothing not discussed in the narrative summary.

2. Plan a wardrobe for an older or younger individual, keeping their needs and income in mind. Visit at least three sources to determine the costs of clothing needed for the next year to replace worn out clothing and to meet anticipated needs. When determining the amount of money available, be sure to consider the other family members and their share of the clothing allowance.

3. Discuss with an adult of average income the clothing he or she has bought in the last year, noting the price and stores where clothing was purchased.

Suggested Resources

Erwin, Mabel D., and Lila A. Kinchen. Clothing for Moderns. New York: Macmillan, 1974.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Latzke, Alpha, and Helen P. Hostetter. The Wide World of Clothing. New York: Ronald Press, 1968.

Lewis, Dora S., Mabel G. Bowers and Marietta Kettunen. Clothes and Your Personality. New York: Macmillan, 1974.

Roach, Mary Ellen, and Joanne Eicher. Dress Adornment, and the Social Order. New York: John Wiley and Sons, 1965.

Rosencranz, Mary Lou. Clothing Concepts. New York: Macmillan, 1972.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966.

Your wardrobe plan will serve as progress check.

Lesson 3: Children's Clothes

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to analyze apparel for suitability, appeal, economy, and durability for children of different ages.

Narrative Summary

Infants do little more than sleep and need comfortable, safe sleeping clothes. Other clothing is based on the parents' preference. As the child begins to crawl and later walk, there is more concern for durability. A toddler needs shoes which will support the feet and legs sufficiently. As the child starts to run and engage in more vigorous activities, comfort and durability become paramount.

During periods of rapid growth children's clothing need not be of the best quality. Quantity during these years may be of more concern. Preschool children's clothing should have self helps, growth, safety and comfort features.

School age children have as many clothing requirements as the preschooler. They become even more active, and emphasis should be placed on durability. This age group begins to have distinct likes and dislikes. Social and emotional needs must also be met by their clothing wardrobe. Peer group pressure may force some selections which conflict with selections made by other family members.

Clothes are more important to teenagers than perhaps to any other age group. They tend to be great followers of fashion and fad. During the mid-teens, growth stabilizes and a more extensive wardrobe may be accumulated. Emotional needs, peer group pressure, and personal preference become most important during clothing selection.

Suggested Activities

1. Make a list of clothing standards for an infant, a preschool child, an elementary school child, and a teenager.

2. Review three studies or reports pertaining to the durability of children's clothing and summarize.

3. Interview mothers and children to determine the types of clothing decisions children make. What seems to be involved in their decisions?

4. Compare quality of children's clothing in Sears with that in a speciality shop.

Suggested Resources

Anspach, Karlyne. The Why of Fashion. Ames: Iowa State University Press, 1967.

Craig, Hazel T. Clothing: A Comprehensive Study. Philadelphia: J. P. Lippincott, 1968.

Gawne, Eleanor J., and Bess V. Oerke. Dress. Peoria, Illinois: Charles A. Bennett, 1969.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1975.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Rosencranz, Mary Lou. Clothing Concepts. New York: Macmillan, 1972.

Your list of standards will be your progress check for this lesson. Check with your instructor if no additional activities assigned proceed to Unit 2.

UNIT 2

CLOTHING FOR THE HANDICAPPED

Objectives

The MATCHE student will be able to describe several types of handicaps and the effect of each on the selection of clothing.

The MATCHE student will be able to describe the clothing needs of various types of handicapped persons and the problems they encounter in meeting their clothing needs.

The MATCHE student will be able to list sources of apparel and identify alternatives by which handicapped persons can meet their particular clothing needs.

The MATCHE student will be able to describe garment features which make a garment easy for the handicapped person to put on and remove.

Overview

The purpose of this unit is to identify the problems and special clothing needs of various types of handicapped persons, to describe garment features to meet those needs, and to locate sources of apparel which meet those clothing needs.

Lesson: Handicaps, Clothing Needs and Features and Sources

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to identify various handicaps, the clothing needs for these handicaps, sources for meeting clothing needs, and what features are desirable in garments for the handicapped.

Narrative Summary

There are thirty million handicapped people in the United States. A handicap may be physical or mental with varying degrees of severity. An individual's personal handicap determines the amount of independence he or she has. Clothing can greatly contribute to this independence or can be a great hindrance. While the handicapped person's clothing

needs are harder to meet than the average person's there are few sources for buying needed apparel. Likewise, there have not been enough studies done to determine all the needs clothing should be meeting.

It is impossible to list every type of clothing needed for every handicap, but there are a few basic concepts which apply to most physical problems. People in wheelchairs should have clothing designed for the sitting position, being careful that there is no clothing hanging out of the chair that might catch in the wheels. Clothing should not be too snug for those in wheelchairs or people on crutches so as to afford easy movement. Front opening and easy fastenings are advantageous for anyone who does not stand easily or has hand motor problems. Clothing should be easy to put on and take off, with large openings and armholes. Those wearing braces may find pants with legs that zip from the hem up comfortable and attractive.

The type of fabric clothing is made from is very important. Fabric which may irritate the skin should be avoided. Knits are excellent for those who need extra give in their clothing. The care of the fabric should also be considered. Handicapped persons may not be able to launder as often as they would like and need fabrics which are easily cleaned and hard to soil.

Design principles are of paramount importance. People want to draw attention to their best features to minimize body parts they do not find as acceptable. Also individuals should feel comfortable about their clothing both physically and emotionally.

Sizing is most important for physical handicaps. In the case of braces, people tend to buy one size larger than the body to accommodate the braces. This, of course, makes the clothing too large for the rest of the body. The clothing should be individualized to fit. Clothing which is too large may get in the way. There are hazards which should be eliminated, such as full, loose sleeves; dangling belts and scarfs; loopy fabrics; shoes with long ties or fancy flaps; skirts and pants that catch on heels.

Quality of clothing is more important than for other individuals, as it receives more wear. Construction should be sturdy to eliminate constant replacement. Clothing may be reinforced at places of extreme wear, such as under the arms of people who use crutches or elbows of those who lift their bodies by their arms.

There are very few retail outlets that cater to handicapped people. Mail order houses are perhaps the best source of special clothing. Some of these make special order garments using individual problems and measurements. Features used by these manufacturers can be incorporated into commercial patterns by those who sew.

Suggested Activities

1. Visit local agencies and hospitals dealing with different handicaps. From your observations, and talks with staff and with the handicapped themselves, develop a list of clothing needs for each handicap encountered.

2. Survey the local clothing market to find clothing which is needed by the handicapped as determined in #1 above. Discuss with your instructor and/or class your findings and the possible shortcomings in the market to meet the needs of the handicapped.

3. Write to the companies listed in suggested resources which specialize in clothing for handicapped and request catalogues.

4. Do a case study on a physically handicapped child. Determine his individual needs and give suggestions about how his clothing could be improved to assist him in clothing himself and allow more freedom of movement.

5. After reading available materials, make a list of basic self-help clothing for handicaps.

Suggested Resources

Bare, Clari, Eleanor Boettke, and Neva Waggoner. Self-Help Clothing for Handicapped Children. Chicago: National Society for Crippled Children and Adults, 1962.

Boettke, Eleanor. Suggestions for Physically Handicapped Mothers on Clothing for Pre-School Children. Storrs: School of Home Economics, University of Connecticut, 1957.

Chambers, Helen G., and Verna Moulton. Clothing Selection: Fashions, Figure, Fabrics. Philadelphia: J. B. Lippincott, 1969.

Cookman, Helen, and Muriel E. Zimmerman. Functional Fashions for the Physically Handicapped. New York: Institute of Physical Medicine and Rehabilitation, New York University Medical Center, 1961.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1975.

Lowman, E., and J. L. Klinger. Aids to Independent Living: Self-Help for the Handicapped. New York: McGraw-Hill, 1969.

Maot, P. Macartney. Clothes Sense for Handicapped Adults of All Ages. London: Disabled Living Foundation, 1973.

Scott, Clarice L. Clothes for the Physically Handicapped Homemaker. Washington, D.C.: Clothing and Housing Research Report No. 12, Illustrated, 1960.

Scott, Clarice L. Clothes for the Physically Handicapped Homemaker. Washington, D.C.: U.S.D.A. Home Economics Research Report No. 12, 1961.

Suggested Pamphlets, Bibliographies

Bergh, Marie. Clothing for the Handicapped. Oslo: Norwegian Rheumatism Society, Norsk Revmatiker Forbund, Professor Dahlgate 32, Oslo, 2, Norway, 1965.

Disabled Living Foundation. Clothing Fastenings for the Handicapped and Disabled. London: The Foundation, 1968.

Fashion-Able. Self-Help Devices for Independent Living. Rocky Hill, New Jersey, 1973.

Institute of Rehabilitation Medicine. Bibliography on Self-Help Devices and Orthotics, 1950-1967. New York City: The Institute, 1968.

Lowman, Edward W., and Judith Klinger. Aids to Independent Living: Self-Help for the Handicapped. New York: McGraw-Hill, 1970.

National Easter Seal Society for Crippled Children and Adults. Reference List on Self-Help Devices for the Handicapped. Chicago: The Society, 1972.

Rosenberg, Charlot. Assistive Devices for the Handicapped. Minneapolis: American Rehabilitation Foundation, 1968.

Upon completion of assigned activities, check with your instructor if no additional activities assigned proceed to Unit 3.

UNIT 3

APPAREL AND WORK

Objectives

The MATCHE student will be able to describe the effect of various occupations or careers on the clothing needs and the clothing dollar of individuals in at least three different work situations.

The MATCHE student will be able to list and evaluate sources of apparel to meet the needs of persons in various work situations.

Overview

The purpose of this unit is to identify the apparel needs of persons in various work situations and to locate and evaluate sources of clothing to meet their needs.

Lesson: Clothing for Occupations/Careers and Sources

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand and utilize the clothing needs of various occupations or careers and sources of apparel to meet these clothing needs.

Narrative Summary

Any type of job makes it necessary for us to have special clothing considerations. We may be dealing with uniforms, career clothing, or our own choices. No matter what the clothing standards are which are demanded by the job, our needs will be much different than if we were to lead a totally leisurely life.

The employer will determine, to a large degree, what is to be worn to work. Some businesses have strict dress codes which do not allow deviation. This is usually done to uphold the company's image in the community. Businesses who deal with the public want their employees to dress in a style which will be acceptable to the greatest number of people, thereby rejecting extremes in fashion. Employees must appear sensible and trustworthy.

Uniforms have been used throughout history to denote occupations. It is easy to perceive a policeman and a nurse by the clothing they are wearing. We also tend to expect certain behavior befitting the uniform one is wearing.

In the past few years a new kind of uniform has surfaced--career apparel. Career clothing is not a uniform in that a particular occupation can be named by the clothing of a single employee. The employees are given either one type of clothing to wear or a limited number of choices. Many banks, and clerical staff in hospitals and other large office groups find career apparel advantageous to both the employee and the employer for much the same reasons that uniforms are desirable. Off-the-job career apparel looks like any other ordinary street clothing. Some companies have run into problems, however. Employees feel they have lost their individual identity and freedom and some do not like being told what to wear.

A short list of the advantages of uniforms and career clothing includes:

1. Easy identification
2. A feeling of group solidarity
3. Promotion of the image of the business
4. Cleanliness (Dr., dentists, food techs.)
5. Symbols of authority (police, military)
6. Protection in risk conditions
7. Employee does not have large clothing expenditures
8. Employer does not have to worry about individual poor taste in dress.

It is understandable that employed persons spend more money on clothing than unemployed. The stores where clothing is bought may be individual preference, or in the case of uniforms and career clothing the employer may provide some or all of the clothing. Those who work usually have a limited amount of time to care for their wardrobe and may increase their clothing budget by having repairs and cleaning done for them.

Suggested Activities

1. Interview an employee who wears career apparel. What are the advantages and disadvantages?

2. Select a given number of occupations and ask a given number of people how they expect persons in those occupations to dress.

3. Go to at least two department stores who have a "career" department for women. How does clothing in this department differ from that in other departments? How do costs compare?

4. Assemble a panel to talk to the class about clothing in different occupations. Suggestions for panel members: bank teller, policeman, grocery clerk, secretary, teacher, sales clerk, model, construction worker, painter.

Suggested Resources

Anspach, Karlyne. The Why of Fashion. Ames: Iowa State University Press, 1967.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1975.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976.

Latzke, Alpha, and Helen P. Hostetter. The Wide World of Clothing. New York: Ronald Press, 1968.

Lawrence, Laugner. The Importance of Wearing Clothes. New York: Hastings House, 1959.

Lewis, Dora S., Mabel G. Bowers, and Marietta Kettunen. Clothes and Your Personality. New York: Macmillan, 1974.

Roach, Mary Ellen, and Joanne Eicher. Dress, Adornment, and the Social Order. New York: John Wiley and Sons, 1965.

Rosencranz, Mary Lou. Clothing Concepts. New York: Macmillan, 1972.

Rudofsky, Bernard. Are Clothes Modern? Chicago: Paul Theobold, 1947.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966.

The panel presentation will be progress test for this unit.

After you have completed all assigned activities, you should be ready for the Module Posttest. See your instructor.

MODULE PRE/POSTTEST

Clothing Needs of Individuals

Student_____

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of the pretest results.

I. TRUE-FALSE: Place a T before those statements which are TRUE and a F before those which are FALSE.

1. _____ The most important concern when selecting toddler age clothing is the selection of shoes.

2. _____ Velcro is an excellent fastener to use in clothing worn by a physically handicapped person.

3. _____ During the early adolescent period, a large number of articles of clothing is necessary.

4. _____ Conformity is more important to the college age youth than to the teenager in high school.

5. _____ Clothing can contribute greatly to the development of initiative, coordination, and self-confidence in the handicapped child.

6. _____ Casual living has been responsible for important changes in the family wardrobe.

7. _____ When buying clothes for the handicapped person, one should buy a size larger than usual.

8. _____ Men's clothes are more subject to obsolescence than are women's.

Pre/posttest (continued)

II. COMPLETION:

1. What are three of the physical clothing requirements for babies from birth to six months of age?

   a.

   b.

   c.

2. What are five growth features to look for when selecting children's clothes?

   a.

   b.

   c.

   d.

   e.

3. What are three safety features to look for when selecting children's clothes?

   a.

   b.

   c.

4. What are four comfort features to look for when selecting children's clothes?

   a.

   b.

   c.

   d.

Pre/posttest (continued)

5. Cite and illustrate an example that shows how clothing can affect an adult's behavior.

6. Cite an example that illustrates how clothing can affect a child's behavior.

7. What are some reasons why children's clothes do not last for very long?

8. When considering wardrobe purchases, what should you select first?

9. Make five suggestions that would assist an individual in wardrobe planning.

   a.

   b.

   c.

   d.

   e.

Pre/posttest (continued)

10. How does a higher level of income affect the clothing expenditures of a family?

11. What are some characteristics of clothing for a career woman?

12. Why are occupational uniforms sometimes desirable or undesirable?

13. How does career clothing differ from uniforms?

14. How can clothing requirements for an individual best be evaluated?

15. Where can family clothing be obtained?

Pre/posttest (continued)

16. What services provided by a retail store increase clothing prices?

17. What are some features that make clothing easy for the physically handicapped person to use?

18. Give a few self-help features and/or garments to aid in women's clothing for the handicapped.

19. Give a few self-help features and/or garments to aid in men's clothing for the handicapped.

20. Give a few self-help features and/or garments to aid in children's clothing for the handicapped.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Clothing Needs of Individuals

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

I. True-False:

1. T
2. T
3. F
4. F
5. T
6. T
7. F
8. F

II. Completion:

1. a. warmth
   b. comfort
   c. cleanliness

2. a. long straps on overalls
   b. tucks near the hemline of dresses and slips
   c. stretch fabrics
   d. deep hems on skirts and pants
   e. two-piece garments
   f. indefinite waists

3. a. flame retardant fabrics
   b. reinforcement at knees and elbows to protect against burns and scratches
   c. no strings, ribbons, etc., hanging loose
   d. no cuffs on pant legs or long skirts that may cause children to trip
   e. shoes that protect the feet

Pre/posttest Answer Key (continued)

4. a. correct size and shape of body
   b. straps and belts that stay in place
   c. elastic waistline and legs which do not restrict
   d. lightweight garments
   e. no fasteners that unfasten easily
   f. comfortable fabrics
   g. shoes and stockings correct size

5. Example:
   a. During the Mardi Gras in New Orleans each year, people dress in disguise and become boisterous and participate in activities they would not if dressed in regular street clothes.
   b. The cloak of the KKK gives men the anonymity needed to participate in destructive and cruel events they would not consider if not hidden behind their robes and hood.

6. Example:
   a. When dressed as superman, children will feel they can attempt things due to their new strength gain from their suit.
   b. When dressed in their Sunday best, children tend to be on their best behavior.

7. a. narrow back width
   b. small armseye
   c. low filling strength of the fabric
   d. narrow and weak seam construction
   e. weak sewing thread
   f. poor stitching

8. Most expensive item

9. a. Evaluate life style.
   b. What image do you want to project?
   c. What are your assets (physical, personality, present wardrobe, money)?
   d. What new clothes are needed? How many?
   e. Will you be happy with your selection tomorrow as well as today?

10. As income increases, quantity of garments usually increases as well as unit price paid for each item. Proportion of income spent changes very little.

11. No extremes in styles, no fads. Clothes should be simple, easy to care for, and versatile.

Pre/posttest Answer Key (continued)

12. Some of the answers may include:
    a. Saves on cost of wardrobe for the employee.
    b. Some jobs demand sanitary clothing which is hard to achieve without uniforms.
    c. The person is easily recognized (e.g., a policeman).
    d. They are easy to keep clean, and in some cases the employer furnishes laundry, passing on another savings to the employee.
    e. There is a classlessness among employees.

13. Career clothing offers a number of alternative articles of clothing, making selection possible. With uniforms there is no possibility of selection or alternatives.

14. List the kinds of activities in which they engage on a daily or weekly basis.

15. a. retail outlets
    b. resale stores
    c. home sewing
    d. gifts
    e. hand-me-downs

16. a. charge accounts
    b. free wrapping
    c. delivery
    d. return privileges

17. a. Garment openings large enough to put on and take off without struggling.
    b. Clothes amply cut through fitted areas.
    c. Fasteners that are easy to manipulate and located within easy reach.

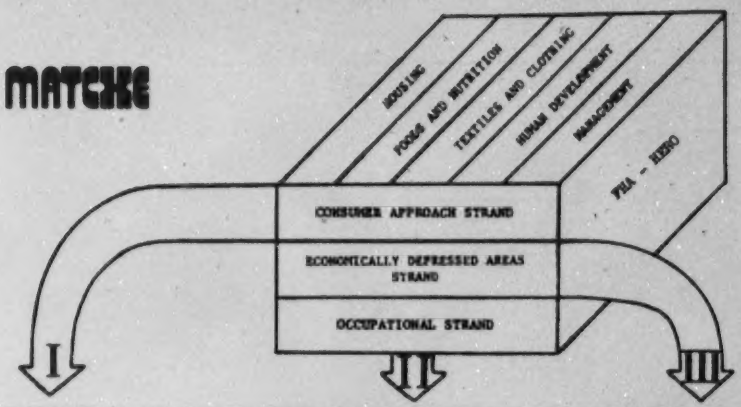
18. a. Dresses with wrap-around style openings or fly-front zipper openings.
    b. Shirt-waist styles with velcro under the buttons.
    c. Roomy armholes.
    d. Slacks slide on over braces better if they are made of woven fabrics rather than knits.
    e. Culottes look like a skirt but give move cover.
    f. Front-closure and padded bras.

19. a. Full-length side seam zipper for men who wear braces.
    b. Trousers lined in the knee area to protect pant legs from braces.
    c. A half belt to hold front or back of trousers in place during toileting.
    d. Seat length suit coat designed for comfort and appearance of men in wheelchair.
    e. Velcro replacing buttons.

Pre/posttest Answer Key (continued)

20. a. Full-length center-front openings.
    b. T-shirts of slip-on styles with enlarged neck openings.
    c. For the child with limited use of his hands, garments with expandable neck openings and no fasteners.

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele